

Pupil premium strategy statement – Willowbrook School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	436
Proportion (%) of pupil premium eligible pupils	36.5
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2022-2025
Date this statement was published	Dec 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Chris Greenhall
Pupil premium lead	Chris Greenhall
Governor / Trustee lead	Sammy Ormand-Durrant

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£223, 550
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£223, 550

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their context, achieve well across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal. As part of our strategy, we have considered the challenges faced by vulnerable pupils at Willowbrook School, and will implement evidence-informed approaches to supporting these children in our setting.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will also be sustained and improved, alongside progress for their disadvantaged peers. Our strategy aims to address these issues in a multipronged way, incorporating both short- and long-term approaches.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment - not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- act early to intervene at the point need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- systematically monitor and evaluate our approaches as part of the implementation cycle.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Early assessments indicate underdeveloped speech and language amongst many disadvantaged pupils. This means that our youngest disadvantaged pupils often start school at a much lower level than their non-PP peers.
2	Both statutory and non-statutory assessments of Writing show that this subject area is where our disadvantaged pupils struggle the most. In particular, they often have weaknesses in phonetic and grammatical knowledge. In addition, since the pandemic, we have also seen an increase in the proportion of disadvantaged children who have underdeveloped fine motor skills.
3	Attendance of disadvantaged pupils has been consistently lower than their non-PP peers. A large proportion of disadvantaged pupils are also persistently absent.
4	Since the pandemic, the attainment gap between PP and non-PP children has widened in all subjects and in all phases. This is most pronounced in Key Stage One, where low numbers of disadvantaged pupils currently reach age related expectations in any core subject.
5	The progress of disadvantaged pupils is currently less rapid in Key Stage One. In our July 2022 inspection, inspectors stated that our youngest children make a strong start, but this slows in Key Stage One.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved speech and language in youngest disadvantaged pupils.	Over time, we will be able to sign-off disadvantaged pupils from in-house S&L programmes due to them functioning at an age-appropriate level.
Narrowing the attainment gap between PP and Non-PP children in writing.	Internal and statutory Writing data will show a narrowing gap over time. Writing outcomes for PP children at the end of KS2 will be in line with the national average for disadvantaged pupils.
Attendance for disadvantaged pupils will improve, and persistent absenteeism amongst disadvantaged children will reduce.	Attendance for PP will rise to be at least 94% across the academic year by 2024/25. Persistent absenteeism will reduce from current numbers (47% of PP children are currently PA). Reduce to <15% of PP children by 2024/25.

Teaching will be consistently good or better in all phases to ensure PP children make good progress throughout their school journey.	Monitoring will show that teaching is securely good in all age phases, and across all core subjects. Evidence will include data, pupils' work and observations of teaching over time.
--	---

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased senior leadership time to create capacity for coaching and bespoke support to secure high quality teaching across the school.	<p>Support</p> <p>Recommendation 2 emphasises the importance of creating good leadership environments when implementing change in schools. PP children need consistently high-quality teaching. For this to happen, senior leaders need to have the capacity to provide bespoke support to teachers who need it.</p> <p>Professional development</p> <p>One of the EEF Professional Development recommendations is to “Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.” Our senior leaders map-out and lead on CPD for teachers and TAs which systematically builds both their pedagogical and subject-specific knowledge over time. This is tightly aligned with our SIP.</p> <p>Coaching In the EEF’s ‘Professional Development Summary’, the value of follow-on support for teachers is described: “An increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.” Our coaching</p>	2, 4, 5

	model provides support for teachers in order to improve all aspects of their practice incrementally over time.	
Additional leadership time and resourcing for the recently introduced phonics scheme.	EEF Teaching and Learning Toolkit: Phonics High impact for very low cost based on very extensive evidence (potential +5 months)	2, 4, 5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £145, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The successful running of our inclusive provision supports vulnerable PP pupils. These children require bespoke teaching and/or Social, Emotional and Mental Health support to access school successfully. Without this, these pupils would not access mainstream provision successfully. Outreach work from the provision will provide support for disadvantaged children across the school.	The provision enables children to access appropriate learning content in a way that is more manageable. The approaches used are underpinned by various EEF evidence reports: - Behaviour interventions (+3months potential impact) - Social and emotional learning (+4 months potential impact) - Metacognition and self-regulation (+7months potential impact)	2,3,4,5
Targeted speech and language support in the Early Years.	Disadvantaged pupils at Willowbrook School typically join us with much poorer language development than their peers. There are strong evidence bases in the EEF toolkit: - Oral Language interventions (+5months potential impact) - Communication and Language approaches (+6months potential impact)	1

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Peripatetic music lessons for some of the most vulnerable PP students.	<p>EEF: Arts participation (+2months potential impact)</p> <p>Research demonstrates arts participation can be very effective at re-engaging older pupils, which is partly how this funding is used. Research also indicated that the improvements seen in Arts participation are most pronounced in younger children, which is where the majority of this money is spent.</p>	3, 4
Supplementing trips and school residential visits	<p>We believe these experiences:</p> <ul style="list-style-type: none"> - Build pupils' broader knowledge of places and people beyond their lived experiences (and therefore develop cultural capital). - Are beneficial for relationships with teachers, TAs and peers. - Improve attitudes to learning and school. - Have a positive impact on mental wellbeing. <p>The EEF guidance on Outdoor Adventure Learning experiences says "Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation...The application of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes."</p>	3, 4

Total budgeted cost: £225 000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Summative data was analysed and used to inform the strategy outlined earlier in this document. In 2023-24, the disadvantaged gaps were as below.

- EY: 24.7 % (61.1% non-PP vs 36.4% PP)
- KS2 RWM combined: 20.9% (65.9% vs 45.0% PP)

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/a	

Further information

Additional activity

Our pupil premium strategy will be supported by our wider approaches to inclusive practice in the school. These approaches are aligned closely with the EEF's 'Five a Day' principle, which we believe benefit all learners, regardless of whether they have any areas of SEND.



Planning, implementation, and evaluation

In planning our new pupil premium strategy, our Pupil Premium Lead attended Kingsbridge Research School's 'Making the Difference for Disadvantaged Pupils' programme. This supported him in ensuring:

1. Our identification of the underlying issues was rigorous, factual, and rooted in evidence.
2. That our actions/solutions to the problems were rooted in 'best bets' about what was most likely to address the underlying issues. This was informed by EEF guidance.
3. That the implementation of our strategy was delivered from a perspective of collective responsibility from all staff members and leaders in the school. The need to improve outcomes for PP children sits with all staff, and this plan aligns closely with our wider school development plan.

This three-year plan is being implemented with an understanding of the vital importance of accurate and continual evaluation of its impact. Therefore, a robust programme of evaluation has been planned throughout the academic year. This process of evaluation is supported robustly by a lead governor, Samantha Omand, who will provide challenge to the senior leadership team around our implementation of the plan. Adjustments to the plan will, of course, be made in light of further evidence and progress against our aims